RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

MINI-CERTIFICATE PROGRAM:

DIVERSITY, EQUITY, AND INCLUSION IN THE WORKPLACE

Presented by the Rutgers Center for Women and Work, in partnership with the Rutgers Center for women in Business

Center for Women and Work

The Center for Women and Work, at the School of Management and Labor Relations, is a leader in research, education, and programs that promote economic and social equity for women workers, their families, and their communities. As part of our multi-faceted research and policy work, Center for Women and Work (CWW):

- Addresses women's advancement in the workplace, from the classroom to the boardroom;
- Conducts cutting-edge research on successful public and workplace policies;
- Provides technical assistance and training programs on issues of equity, diversity, and inclusion to educators, industry partners, and government agencies;
- Engages issues that directly affect the living standards of New Jersey's and the nation's working families.

Center for Women in Business:

The Rutgers Center for Women in Business (CWIB), at Rutgers Business School, works in partnership with companies and organizations to develop women leaders for tomorrow's evolving workforce. Through education, opportunity, and thought leadership, CWIB removes barriers, builds community and empowers women with confidence and skills to succeed as business leaders. CWIB's research and engaging programming elevates mid-career women, supports intersecting identities and explores actionable male allyship.

Organizational Capacity

Our faculty and staff has over 25 years experience providing professional development and training in academic, nonprofit, government, and corporate settings. Our work takes a three-pronged approach to elevate equity-minded policies/practices in the workplace: increasing awareness of institutional disparities, implementing strategies at the individual and organizational levels, and cultivating leadership for institutional change. We use the latest research to help institutions improve outcomes for stakeholders at every stage.

Certificate Program Overview

SESSION 1 - Inclusion: The Key to a More Collaborative Work Environment

People can be different in a lot of ways (not just race & ethnicity) including lived experiences, gender identity, sexual orientation, ability status, age, religion, introverts vs. extroverts, marital status, in-person workers vs. remote workers, "gig" workers vs. full-time employees, parental status, etc. Workplaces must continue to embrace differences, and this is best achieved by fostering an inclusive work environment. This training session provides research-based, practical guidance related to sustaining an inclusive work environment.

Given the shift of many employees from in person to remote and hybrid work environments, the session will also include discussions about inclusion best practices and some of the unique challenges employees face working virtually. Participants will define specific actions that both the organization and employees should take to maintain an inclusive work environment.

Learning objectives include:
- Setting the foundation - Explain the differences between diversity, equity, & inclusion.
- Virtual Workplaces - Explore barriers to inclusion present in work environments.
- The organization's part - Describe best practices that foster inclusive environments, including conducting stay interviews, leading inclusive, virtual meetings, tracking and measuring diversity metrics, encouraging virtual mentorships, and aligning inclusion practices to organizational goals.
- The employee's part - Identify three specific actions employees will take to contribute to and sustain an inclusive work environment.

SESSION 2 - Developing Cultural Intelligence

This interactive workshop will introduce you to cultural intelligence (CQ), an innovative approach to working and relating across cultures. Rooted in scholarly research and used by organizations like Harvard, Goldman Sachs, BMW, and Google, this engaging, practical session will give you a chance to review your CQ Assessment results, discuss some of the intercultural challenges and opportunities you face, and create an action plan for developing and applying your CQ for you and your organization.

Learning objectives include:
- Develop self-awareness of how culture influences your interactions with others.
- Understand how to develop and apply CQ in yourself and others.
- Increase effectiveness working with multicultural colleagues and customers.

SESSION 3 - Unpacking Unconscious Bias

Unconscious or implicit biases can be barriers that not only prevent people from working together effectively, but also damage the development of inclusive relationships that foster creative and innovative ideas. In this session participants will learn about unconscious bias and microaggressions, and the impact these have on individuals and organizations. This session uses interactive activities and scenarios to discuss how bias and daily microaggressions can manifest into both positive and negative interactions. They will then discuss strategies for raising awareness and addressing these matters in their own workplaces.

Learning objectives:
- Develop a working knowledge of implicit bias and microaggressions
- Understand the impact of implicit bias and microaggressions on workplace interactions
- Identify common examples of implicit bias
- Implement strategies to mitigate implicit bias and incorporate more inclusive workplace practices

SESSION 4 - Developing a Diversity, Equity, and Inclusion Action Plan

Organizations that are interested in real systems change must go beyond looking at individual, intentional acts discrimination, and examine the systems in which we all live and operate. This means investigating how longstanding structures, policies, and practices - unintentionally or not - have created/maintained inequity within our institutions. These systems impact how we run our organizations, and addressing them directly takes time, planning, and resources . The development of an equity action plan is a comprehensive approach that can lead to a collective and concerted effort to bring about real change.

Equity action plans can drive institutional and structural change by applying a theory of change into action, and a providing the framework for a comprehensive approach to achieve equity. This session will help walk participants through the process of developing a multi-dimensional Equity Action Plan that leads to increased outcomes over time. The plan is designed to help employers identify barriers to equity in their workplaces and to engage in planning and implementation efforts that lead to internal comprehensive systems reform for diversity, equity, and inclusion.

Learning objectives:
- Understand the difference between a systems-change approach vs. individual approaches to diversity, equity, and inclusion.
- Learn about the four major phases involved in developing a DEI Action Plan.
- Develop implementation strategies to address institution-specific inequities in the workplace.

Program Intructors

SESSION 1 - Kyra Sutton, Ph.D

Kyra Sutton earned a Bachelor's Degree, with highest distinction, from the Honors College at Spelman College, where she studied Economics. She earned a PhD in Management and Human Resources from the Fisher College of Business at Ohio State University. While at Ohio State, she completed research on work-family conflict, in addition to studying the retention of female faculty members.

Kyra has held roles at academic institutions such as Farmer College of Business at Miami University of Ohio, and Auburn University. She also worked in corporate settings including Assurant and Pitney Bowes, where she was hired to lead assessments across the organization. She has designed training programs for recruitment teams, developed competency models (e.g., leadership team, recruitment team), and been responsible for leading global project teams where the goal was to identify, select and retain the best talent. She has also coached HIPOs, managed vendor relationships, and been recognized for designing/ delivering a training program to over 500+ frontline leaders.

Kyra joined Rutgers School of Management and Labor Relations in 2018 as a faculty member and teaches a variety of human resource management courses, mentors students, and works with the Rutgers HR Advisory Board.

SESSION 2 - Lawrence Houston III, Ph.D

Lawrence Houston III is an Assistant Professor of Human Resource Management in the School of Management and Labor Relations at Rutgers, The State University of New Jersey. He earned his B.A. in psychology and philosophy from the University of Memphis, and his Ph.D. in Industrial and Organizational Psychology (with a minor in Business Management) from Pennsylvania State University.

Lawrence teaches undergraduate and graduate courses on HR Analytics and Multivariate Analysis. His research seeks to understand the ways that employees build and maintain positive, rewarding relationships at work, including customer-employee, coworker-coworker, and leader-follower relationships. To address this goal, his current work focuses on issues related to diversity, equity and inclusion, organizational leadership, new employee onboarding, and professional image (and identity) management. His research on these topics have been published in high-impact journals such as the Academy of Management Journal, the Journal of Applied Psychology, the Journal of Management, Organizational Behavior and Human Decision Processes and the Journal of Organizational Behavior. His research also has been featured in popular media outlets such as BBC News, NY Post, Miami Herald, The Conversation, Newsweek.com, Wharton Business Radio, CBC Radio, and Oregon Public Broadcasting (Think Out Loud).

Program Instructors

SESSION 3 - Hazel-Anne Johnson-Marcus, Ph.D
Dr. Hazel-Anne M. Johnson-Marcus is an Associate Teaching Professor in the Department of Human Resource Management, Rutgers School of Management and Labor Relations. Professor Johnson-Marcus teaches at both the undergraduate and graduate level covering the content areas of human resource management, staffing, diversity in organizations, performance management, training and development, and the future of work. She has taught traditional, hybrid and fully online courses. She approaches her role as a professor with great passion and enthusiasm, and strives to engage her students' critical thinking skills and encourages them to become more socially responsible citizens within their organizations, and our broader society.

Dr. Johnson-Marcus' research publications have addressed the topics of emotional labor, emotional intelligence, as well as diversity within mentoring relationships. Recently, her research interests have focused on the well-being of employees, especially those who appear to be neglected or invisible within the literature. She is particularly interested in human and social sustainability, that is, the impact of human resource policies and practices of an organization on the health and well-being of its employees.
Dr. Johnson-Marcus received her bachelor's degree in Psychology from the University of Florida and her master's and doctoral degrees in Industrial-Organizational Psychology from the University of South Florida.

SESSION 4 - Glenda Gracia-Rivera, MPA
Glenda Gracia-Rivera is the Director of Professional Development and Training at the Center for Women & Work, Rutgers University. She is a skilled trainer with 25 years of experience in designing programs and delivering content to learners of all ages. Glenda's work focuses on expanding leadership opportunities for all, and elevating equity-minded policies/practices in today's classrooms and workplaces. She accomplishes this by developing and implementing programs directed at bringing about institutional change in various arenas including academic, nonprofit, and corporate institutions. In addition to equity and diversity, she also has an extensive background in leadership development and strategic planning processes.

Glenda holds a Bachelor of Arts in sociology, and a Master of Public Administration in non-profit management, both from Seton Hall University. Outside of her responsibilities at Rutgers, she also serves on various boards and committees in her community that focus on empowering women/girls, and addressing systemic disparities for traditionally minoritized groups and underserved populations.

About the program modules:

All program modules are 3 hours long, designed to be interactive and engaging - either in a virtual or in person setting. Participants MUST attend all four sessions to receive full credit for the certificate program.

For more information:

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